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ABSTRACT

From 1993 to 1996, Massachusetts' Springfield Technical Community College implemented Students Creating Optimal Resources for Employment (Project SCORE) to develop a model for increasing job opportunities and career prospects of students and graduates with disabilities. The project provided individual career and academic services to students, including one-on-one career counseling, job referrals and shadowing, practice interviews, scheduling assistance, and referrals to academic and community services, as well as group services in the form of career planning and job-seeking skills courses. In addition, services were provided to college faculty and staff, including training in the areas of academic advisement and counseling and placement, and to area employers through job accommodations, adaptive technology, and awareness training. Project SCORE also worked to disseminate information and activities, developing a guide for faculty and staff and making conference presentations on best practices. From the project's inception, all aspects were formally evaluated on an on-going basis, with goals, activities, and objectives revised as needed. Results of these evaluations indicated that individual counseling on career planning and job-seeking skills were especially effective, while the group instruction and regional conferences did not work well. The final model developed from the project provides a synthesis of the most successful features of the grant, providing individualized support and counseling. Counseling, placement, and internship forms and data on participant outcomes are appended. (HAA)

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ED 400 907

Project S.C.O.R.E.

(Students Creating Optimal Resources for Employment)

Final Report

Springfield Technical Community College
Springfield, Massachusetts

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U.S. DEPARTMENT OF EDUCATION
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A. EXECUTIVE BRIEF

Students Creating Optimal Resources for Employment (Project SCORE, 1993 - 1996) was a 3-year grant to Springfield Technical Community College in Springfield, MA, funded by the US Department of Education's Office of Special Education and Rehabilitative Services. The primary purpose of the Project, which was a collaborative effort of the community, the College at large, and the College's Offices of Cooperative Education and Disability Services, was the development of a model for increasing job opportunities and enhancing career prospects of students and graduates with disabilities. The Project empowered students with disabilities to identify and pursue career opportunities; assisted faculty and staff in academic advisement, counseling, and job placement of students with disabilities; and sought to provide employers with technical consultation on job accommodation, adaptive technologies, the Americans with Disabilities Act, and disability awareness and etiquette.

Project activities included intensive, one-to-one, person-centered career counseling, Career Planning and Job Seeking Skills courses, job development, training of employers and College faculty and staff, and dissemination of Project findings through professional journals and trainings. Project staff were assisted in pursuing Project goals through bimonthly meetings with the Project Advisory Team, which drew volunteer members from the private sector, federal and state agencies, and College departments.

The main indicator of the Project's efficacy was the rate of placement in competitive employment of 1995 graduates. The competitive employment rate of Project beneficiaries (Experimental Groups) was compared with that of students with disabilities who did not accept Project services (Control Group). Among respondents to mail and telephone surveys by the Project and by the College's Office of Cooperative Education/Career Services and Transfer Affairs, a significant increase in rate of full-time employment was achieved by the Experimental Groups. Twenty-two percent (22%) of Control Group respondents reported full-time employment, while forty-five percent (45%) of Group 1 and forty percent (40%) of Group 2 reported full-time employment. Data on part-time employment was taken but not analyzed due to complications in reportage. Many respondents reported multiple employers with different wage rates. There were also many reports of fluctuating numbers of hours per week spent working. Others reported part-time self-employment with no definite information on compensation.

Final Employment Data

	Number Respond-ing	# Empl. FT	% Empl. FT	Avg. Hrly FT Wage	Range of FT Wages	# Empl. PT	% Empl. PT
Gp 1	22 of 50	10	45%	$9.06	$6.00-$14.90	6	27%
Gp 2	20 of 40	8	40%	$10.53	$7.25-$17.89	4	20%
Cntl	18 of 50	4	22%	$10.82	$6.79-$15.00	4	22%

While the Experimental Groups achieved higher rates of full-time competitive employment, the Control Group (receiving no Project services) appears to have achieved a higher rate of pay. This apparent disparity, however, may be attributable more to the low rate of reporting from the Control Group than to any actual career achievement since, of the 4 respondents reporting full-time employment, only 3 reported rates of pay. The lowness of this figure increases its vulnerability to distortion as a bellwether of the entire Control population. All of the Experimental Groups' respondents reported their pay rates.

Moreover, an additional set of data needs consideration: the percentages of students continuing their educations at 4-year colleges. Due to the impact of this status on short-term employment outcomes, students entering this category were removed from the 3 groups for separate analysis. One student from the original Control Group continued to a 4-year college but had to be removed from that group's data for having sought and accepted services from the Project.

Continuance in Full-time Education
at a 4-Year College

	Number	Percent
Group 1	6	12%
Group 2	2	5%
Control	0	0%

The elevated percentages in the above tables were accomplished through individual and group sessions addressing academic issues (referrals, accommodations, supportive counseling), career exploration (library research, referrals to job shadowing experiences and self-assessment of personal values, strengths, weaknesses), and job seeking skills (practice interviews, resume and cover letter preparation, and referrals to volunteer opportunities and paid job openings).

To complement these person-centered services, the Project also provided trainings to faculty, placement officials, and employers. Faculty trainings centered on services provided by Project SCORE and the Office of Disability Services, classroom accommodations, alternate testing methods, available adaptive technology, and legal issues. Training for placement professionals consisted of a presentation to a statewide meeting of placement officers from community colleges and public 4-year institutions, as well as dissemination to community college placement officers throughout New York State and New England of the *Best Practices* document and the award-winning 17-minute video *You Can Get There From Here*, which was produced by the Project.

Project beneficiaries were students and graduates of Springfield Technical Community College who had one or more documented disabilities (physical/medical, learning, psychiatric, hearing, visual, substance abuse). Services offered to employers were a conference on legal issues around the Americans with Disabilities Act and staff trainings on disability awareness and etiquette. The Project also provided employers with informational mailings on disability issues. In summary, services to students and graduates produced high quality outcomes. College faculty responded positively to trainings; they subsequently increased referrals and requests for consults. Project staff found individual contacts with private employers were productive and well-received, in some cases leading to disability awareness trainings in privately-owned workplaces.

Best Practices

What Worked Well	*What Didn't Work Well*
Individual counseling on career planning and job-seeking skills	Group instruction
Recruitment of private non-profit and government employers	Recruitment of private for-profit employers
Recruitment of employers on behalf of particular students, offering the specialized skills of those students	Recruitment on behalf of the Project
Individual person-to-person contact with employers/supervisors	Regional conferences
Collaboration with other agencies and existing college services	
Giving resumes of counselees to Project Advisory Team members	
Case presentations to Project Advisory Team	
Presenting to faculty by placing Project on the agendas of scheduled department meetings	Arranging special meeting times
Open Houses to introduce technology of Adaptive Computing Lab	Scheduled appointments for information sessions
Individual counseling focusing on individual strengths and skills	Job development
Spreadsheets	Hand-written or word-processed charts and records
Development of program evaluation instruments in early months of Project	Development of program evaluation instruments in final year of Project

B. CONCLUSIONS

Some services were delivered in various contexts and using various methods. This factor provided an opportunity to evaluate techniques and methods based on results. For example, group instruction in Career Exploration and Job Seeking Skills did not yield the results that were developed through individual counseling on the same subjects. The generic service-delivery program that was conceptualized originally did not meet the unique sets of needs of most students. The most effective services were those that were agreed upon in one-to-one meetings with individual students, establishing individualized programs of objectives, and working individually with students to achieve those objectives.

Services to Students

Individual

A consensus developed among Project staff that working in individual counseling sessions was far more productive and effective than working with groups. Individualized work, by its nature, addresses specific personal concerns and arrives at useful closure more efficiently and expeditiously than generic programming. For the most part, services consisted of resume and cover letter preparation, job search assistance, placement in volunteer and job shadowing experiences, practice interviews, and career, academic, and personal counseling. The following chart details by academic year the numbers of students who accepted individual services over the course of the Project. Counseling sessions were scheduled in 1-hour blocks. Some sessions, of course, ran shorter, while others ran longer. The numbers in the columns do not quantify the amount of time spent with each student in the service area - only the number of students accepting that service. Most service deliveries required far more than one session per student.

Numbers of Students Accepting Services

Acad Year	Resume	Cover Ltr	Job Srch	Vol Plac't	Job Shdw	Career Couns	Prac I'vw	Acad Couns	Pers Couns	Ttls
93-94	19	17	24	3	0	19	9	17	3	111
94-95	42	27	72	11	2	34	2	30	10	230
95-96	28	22	40	13	5	33	4	38	17	200

Career

Resume

Most program beneficiaries had never prepared a resume before, and those who had prepared resumes showed papers with serious flaws. Some believed that they should go to a resume-writing agency or that they could have a friend or family member write a resume for them. The reply to these notions was that there is only one person on earth with all of the information that needs to be on your resume - *you* - so the job cannot be delegated. Moreover, after your birth certificate, a resume is the most important document of your life, since it is going to be a crucial factor in determining the quality of the rest of your life. It was explained to students that they had to put the information on paper, then the Project Counselor's job would be to edit it down to one page in a professional format.

After screening a number of tools for resume preparation, ***The Perfect Resume***, by Tom Jackson (New York: Doubleday, 1990) was chosen. The Project bought 4 copies ($12.00 each), which were lent out to students as they needed them. The Project seldom had more than one copy on hand, and frequently there was a wait. On taking the book, students were told that they would not use the entire book - just certain sections of it. They were warned, however, that they would need between 20 and 40 hours to generate a rough draft.

The student used the book to generate several hand-written pages. The student and Counselor then began the editing process together. This process usually required 3 one-hour sessions to organize the information into final professional form. In most cases, Project staff recommended adding a separate COMPUTER SKILLS section. Some students divided this further into Hardware and Software categories. The Project Counselor recommended against specifying a CAREER OBJECTIVE because this could result in disqualification from consideration for transitional positions that could be used to earn income while continuing the search for the ideal or "dream" job.

Students responded well to the instrument. Some reported that the self-evaluation process elicited by the text was positively therapeutic - that they came away from the experience with a new view of the depth and range of their experiences and skills and an elevated confidence in their employability.

The Project Counselor also suggested to students that they have a sheet of 3 professional references to take to interviews as well as a sheet of 3 personal references. Each student was also given a 2-pocket folder with a suggestion of putting some copies of the resume and references lists in it and keeping it in a place where it is always handy (car, briefcase, etc.) so that they can be placed in the hands of a prospective employer or contact on immediate notice.

This intensive, one-to-one, person-centered service was not available from any other office on campus or from any community agency. The Career Placement Office staff offered editorial advice on existing resumes, but they simply did not have the time resources required to work intensively with individual students on developing the content of a professional resume from scratch.

Cover Letters

Most students came into the job search process with no experience in writing cover letters. Some believed that one generic cover letter would suffice for all applications. Others had no idea of the purpose of the cover letter. The Project Counselor's approach was to tell students to find one or more advertisements for jobs that they were interested in. They then sat down together with the advertisements and drafted succinct cover letters specifically addressing the requirements listed by the employers. The Counselor pointed out the formulaic systematic nature of the cover letter, and most students were independent with this set of skills by the 4th letter.

Perhaps the most important piece of information concerning cover letters was about disclosure of disability. Most students believed initially that the cover letter was the appropriate opportunity to introduce the issue. These students were supplied with cautionary information suggesting that the issue be broached only when necessary to transact business - either in making the interview appointment or in the interview if an accommodation would be required.

Some students had limited keyboarding/computer skills, so they were introduced to Microsoft Works 3.0 with suggestions of left justification of the complimentary close, the signature block and both addresses. Students were also directed to the Career Placement Office's file of individuals and agencies that accept payment for pre-press work on resumes and cover letters.

Job Search/Referrals

The Project Counselor used to meet with students at the local office of the state Department of Employment and Training to show them how to get necessary information as efficiently as possible from the DET's job referral computer. In the Project catchment area, however, the DET was replaced, in the Project's final year, by private contractors. The Counselor

then met with students at whichever agency was more convenient for them, and the students registered for agency orientations and services. They also met in various libraries to study the *Help Wanteds* in the region's newspapers. The Counselor also studied these ads and called students on finding something for which they might have qualified. In most cases of students being called about these job advertisements, they had not previously noticed them. Two students got jobs (one full-time, one part-time) after the Project Counselor referred their attention to newspaper advertisements.

In the 94-95 and 95-96 academic years, the Project Counselor scheduled appointments and reserved office space for students to be interviewed by a traveling representative from the President's Commission on Employment of People with Disabilities, in Washington, DC. While these interviews took place in the late winters of 2 successive years - 1995 and 1996 - the work of publicizing and managing began in the previous Novembers. These employment opportunities were advertised by flyer and campus newsletter at STCC. Disability Services Officers at 3 other area colleges were also invited to recruit applicants. Three STCC students with disabilities interviewed successfully in 1996 and accepted full-time summer employment with various federal agencies in Massachusetts. One of these employees is a cohort of one of the experimental groups and is, therefore, counted as a placement in the study data. The other 2 employees, however, were not members of the study, so their placements are not counted in the study data.

Additionally, the College's career placement office is located adjacent to Disability Services, and job seekers were shown how to use that office's system of job listings. They were also introduced to the clerk who registered them to receive direct-mailing of job announcements in their fields.

Students were encouraged to continue their existing relationships with service-delivery agencies, since many of the staff of these agencies have numerous productive contacts among the employer community in the region.

The Project's Career Counselor also encouraged students to apply for jobs that were outside their career objectives. When they were hired into these nonpreferred positions, the search for the career objective position was continued while emphasizing to students that the transitional job is another opportunity for networking. Moreover, it is always easier, for a variety of reasons, to find a job if you already have one.

Job Shadowing

Job shadowing enabled students to get an on-site experience with particular specialties by spending time (usually 1/2 or one full day) at work with people who were actually employed in the fields that the students were interested in exploring. These experiences were invaluable in the career decision-making process. Students come away from them with one of 3 reactions:

1. reaffirmation of the career objective, or
2. need to investigate the career more carefully, or
3. definite aversion to the career.

Job shadowing experiences were recommended to all students who had no or limited experience in the career fields that they had identified. Together, an individual student and the Project Counselor started by identifying some organizations that provided opportunities in the student's prospective career field. The Counselor then phoned an organization to find someone who could provide the job shadow experience. Due to confidentiality issues, the student was not named in the telephone conversation, but the Counselor self-identified by name and phone number and told the cooperating person that the student would send a letter proposing the job

shadow. The student then wrote a letter (sometimes with the Counselor's assistance) to the cooperating individual referring to the Counselor by name and requesting the courtesy of the job shadowing experience.

The value of these experiences was not limited to students who had just begun their educations. They were also helpful to people who had completed, or were about to complete, their academic work and had many job options.

Career Counseling

Some students requested assistance in identifying possible careers. The Project Counselor started by asking them what they did for recreation, and they brainstormed ideas around those subjects. The student wrote these in the Possible Careers row of the Weighted Values Scale for Career Decision-making (Appendix 1). The student also named some values that were personally important, and these were listed in the Important Values column of the Weighted Values Scale for Career Decision-making. The Counselor then accompanied the student to the career resources section of the school library, where the student identified information sources and researched the possible careers. The student looked at each identified career in terms of her/his own personal values and assigned numerical ratings to the intersections of the career choices and the important values. After researching and evaluating, the student added the numbers in each column. If the fields had been defined accurately and evaluated objectively, the career choices with the higher numerical totals would be more agreeable than those with lower numerical values.

Students with disabilities were also referred to the College's Career Counselors for testing and counseling. The students could then compare their individually developed data with that from standardized instruments.

Practice Interviews

Many counselees faced their job searches in their new careers with no prior experience of professional interviews. In these cases the Project's Career Counselor arranged for them to come in for practice interviews that were conducted exactly as actual interviews. The Counselor specified beforehand that several factors would be evaluated:

1. punctuality,
2. dress and grooming,
3. personal interaction,
4. quality of answers to questions, and
5. quality of questions posed by interviewee.

The Project Counselor did not prescribe specific clothing to be worn by the interviewees. However, students were given a formula to help them to decide on what is appropriate for an interview: The Counselor told them to think back on their experiences in their new fields (job shadows, information interviews, *etc.*) and decide what is appropriate workplace clothing. After deciding that, they go one notch up, dressing slightly more formally than they would for the workplace.

Students were also given lists of typical questions that interviewers ask, and it was suggested that they have a one- or two-sentence answer for each of the questions on the lists. Some of these answers required rehearsal. Students were also given another list of questions - ones that an interviewee may legitimately ask of an interviewer. It was suggested that the students rehearse three or four to have ready. After the practice interview, the Counselor and the student critiqued the student's performance. Sometimes more practices were indicated. Many people who have never been through interviews before find them a daunting prospect, and the feedback on the usefulness of the practice interviews was overwhelmingly positive. The Project also videotaped some of these practice interviews with the permission of the interviewees. This gave students an expanded opportunity for self-criticism. The feedback on the videotaping was also overwhelmingly positive.

Volunteer Placements (Case Abstracts)

When students expressed unwillingness to accept unpaid work, it was emphasized that volunteer experiences are networking opportunities. Moreover, students were also encouraged to accept only high-quality career-step volunteer positions.

These experiences paid off directly for some students. V-, for instance, had been in the English as a Second Language program and was taking computer and civil engineering courses to increase his professional-domain language skills. In his native country he had been a supervising engineer on major construction projects. Here, however, he was having difficulty finding responsible work in his field at any level. He had sat for the Massachusetts Construction Supervisors Licensing Exam but failed due to having to translate the questions into his native language and the answers back into English. The testing agency refused to allow an

accommodation of extra time. He accepted a volunteer position in the Engineering Department of the Department of Veterans Affairs Medical Center in Northampton, MA, which offered an opportunity to interact daily with professionals in his field. His professional-domain language skills developed to the point that he passed the Construction Supervisors Exam with no accommodations. V-'s colleagues in the Engineering Department have been helpful in rewriting his resume to address engineering skills and in developing a base of information for sending resumes and cover letters.

J- was a student in the Microcomputer Specialist program and volunteered to do a project between semesters at the local chapter of the American Red Cross. Four months after J-'s graduation, the vendor for most of the computer services purchased by that chapter noticed the project that he had done and asked for a resume. J- was hired full-time by that company. (Note: Project SCORE had tried earlier to recruit that same computer services company as a cooperating employer for volunteer placements. However, that company would only use volunteers to unload trucks and do repetitive hardware set-up. Since this did not meet the learning or career needs of any Project SCORE beneficiaries, no one was referred. This emphasizes that the volunteer experience must be a career step.)

In soliciting employers to accept volunteers, it was explained that the students and graduates were highly skilled and would work with a minimum of supervision: the Project did not want these experiences to be burdensome to supervisors. When an employer expressed a need for a volunteer, all counselees who could qualify were contacted. They in turn sent resumes and cover letters to the prospective cooperating supervisor, who screened and selected the qualifying ones. The supervisor then contacted the prospective volunteers to arrange interviews. If one interviewed successfully, the Project SCORE Career Counselor met with

both parties together to establish and clarify the expectations of both the supervisor and the volunteer. The Counselor wrote these down (Appendix 2) and gave both a copy. The Counselor kept the original. At the end of the first day the Counselor phoned the supervisor to ask how things went and log the response (Appendix 3). If the student's performance was satisfactory, another phone call was made at the end of the first week. If things were still satisfactory, phone contacts were made periodically thereafter. If performance was not satisfactory at the end of the first day, the Counselor asked the supervisor if s/he wished to terminate. If not, the Counselor phoned again at the end of the second day. If performance was still unsatisfactory, termination was recommended. On all contacts supervisors were reminded that the Counselor was a resource with the responsibility of providing support for making the placement a success. Finally, at the close of the volunteer experiences, supervisors were asked to fill in an evaluation of the volunteer (Appendix 4). This was the **only** piece of paperwork that supervisors were asked to fill out, and it took less than 3 minutes. This was one feature of the program that was emphasized to employers during attempts to recruit them.

In spite of numerous attempts to recruit private for-profit organizations as cooperating employers for volunteers, the Project succeeded in recruiting only one. The employer was a member of the Project Advisory Team and approached the Project's Career Counselor with the information about the opening. He needed a computerization intern in his Human Resources Department. Coincidentally, the Career Counselor had the resume of a foreign student majoring in Computer Information Systems. This student had been a personnel officer for a major employer in Nairobi, Kenya. His F-1 (student) visa status made it impossible for him to accept pay for work, but he wanted to get field experience to apply his new skills. He designed the templates that his cooperating employer used to convert from paperwork to computerization.

While this last case illustrates how useful volunteer placements with private for-profit employers can be to students, it must be emphasized that this case is extraordinary. Of the various types of organizations that were approached, for-profit organizations provided the greatest challenge in finding volunteer placements. (See chart below.) At the same time, however, this case illustrates that the Project advisory team members' assistance to the Project is not limited strictly to advising - that they can also be helpful in pursuing and implementing Project objectives. Counselors who have access to any such group should consider providing all of its members with resumes of students who are looking for placements. Networking with other private for-profit employers directly through advisory team members could prove productive, since progressive employers are likely to be in contact with other progressive employers.

Project SCORE Volunteer Placements

Type of Organization	Number solicited	Number that accepted at least 1 volunteer	Total number of volunteers placed
Private For-profit	56	1	1
Private Nonprofit	22	2	3
Federal Government	3	1	3
State Government	8	2	3
County/Municipal Government	17	2	2
Individual	1	1	1

Academic

Due to the nature of certain disabilities, some students have special scheduling needs concerning their academic classes. A student who uses a motorized wheelchair, for example, might not be able to travel in time between two successive classes if they are at a great distance from each other and require waiting for elevators for access and egress. Students with learning disabilities, on the other hand, may require careful selection and balancing of courses to avoid an overload of text reading in any semester. Someone with a reading comprehension problem, for instance, should avoid taking Sociology, Anthropology, Literature, and Economics simultaneously. Reading-intensive courses need to be balanced with courses in which grading is based on performance. For purposes of financial aid and other subsidization, some students can qualify for consideration as full-time students while taking fewer than 12 semester hours if they provide documentation of the feasibility of academic success at a reduced study load.

Classroom and testing accommodations are recommended and granted on a case-by-case basis. Project SCORE staff worked with other College staff on a form that is provided to concerned faculty when an accommodation is required to assure the success of the student without compromising academic standards (Appendix 5). Students must provide professional documentation of the disability and its implications for academic success before any accommodation is requested from faculty. Moreover, students are advised to begin the accommodations procedure as long as possible **before** the beginning of the semester so that appropriate staff can be recruited and materials can be acquired by the time classes begin.

In order to remain within the charge of the grant and to devote the maximum possible time resource to its fulfillment, Project staff frequently referred students with disabilities to existing College and community

resources. One of these resources was the Adaptive Computing Laboratory and its staff. The lab had hardware, software, and tutorial assistance for people with learning, orthopedic, and visual disabilities. Students with Learning Disabilities met with the school's Learning Disabilities Specialist to plan tactics and strategies for academic success. Students lacking documentation were referred to community agencies, as were students with disabilities requiring treatment or therapy that was outside the expertise of Project staff.

Group

Project staff felt that, on the whole, group instruction was not nearly as effective as individual counseling sessions. This was due partly to the nature of the disabilities of some class enrollees whose disabilities made it difficult for them to participate productively in group discussions/interactions. Many students could have achieved their goals more efficiently and quickly through individual work with a Counselor and became impatient with the pace of the class work. Originally, staff developed a 3-credit course on career exploration and job-seeking skills. This course was well-attended in its first 3 semesters, which included one summer session. In practice, however, this form proved clumsy because people do not typically develop a career goal and try to get a job in that career in a semester's time. Consequently, the course work was divided to provide 2 different study options: Career Exploration (1 credit - nondegree) and Job Seeking Strategies (2 credits - degree applicable). Subsequent enrollments in both courses declined progressively to the point that in the final semester that the courses were offered there were only 2 students in Career Exploration and none in Job Seeking Strategies. Two factors may have been operating here: 1) cost - students had to pay full per-credit tuition, and 2) maturity of demand cycle - demand for these courses may well be of a cyclical nature with demand diminishing after 1 1/2 semesters and increasing again at some later time. This is not an unusual phenomenon in Adult Education.

Career Exploration Class

The Career Exploration course went through a series of revisions before reaching its final form . The course was never heavily attended, and the last enrollment consisted of two students. As far as quality of instruction time and benefits to students, it seemed that the fewer enrollees there were, the better. One reason for this is probably the greater opportunity for personalization and individualization. The class met 10 times per semester, 1 and 1/2 hours per session, and, in its final form, closely matched the content and procedure of individual counseling sessions. There were no prerequisites, and writing assignments were minimal, as were readings. The *Myers-Briggs Type Indicator* (Briggs, K. and Myers, I. (1993) Palo Alto, CA: Consulting Psychologists Press, Inc.) was the only standardized instrument used throughout the life of this course. Some students with learning disabilities had difficulty with subtleties of connotation of some of the vocabulary. This problem was resolved by requiring the students to do the task in class with the teacher accepting questions about the vocabulary of the test. *SIGI PLUS* (Educational Testing Service - 1993) was originally a required activity of the course. Teaching staff, however, found it to work well with some students and poorly with others, particularly students with attentional problems. It was recommended according to individual need.

Job Seeking Skills Class

Group instruction format was entirely appropriate for some of the topics addressed in this course . It was particularly effective in eliciting discussion of responsibilities and rights of job applicants and employees with disabilities. It also worked well for discussions of workplace accommodations, disclosure of disabilities, and for talks by motivational speakers. There were some objectives, however, to which group instruction did not lend itself well. This was particularly true of resume

preparation, filling in of job applications, and practice interviews. The commonality here seems to be the personal/individual nature of the activities requiring individual attention. As a supplementary text, Project staff developed a "Job Seeking Skills Handbook" with sections on job search planning, resumes, cover letters, interviewing, the Americans with Disabilities Act, and job accommodations.

Services to College Faculty/Staff

There was a perception among Project staff that faculty were in need of information on disability issues to increase their effectiveness in providing students with disabilities with academic advisement, job placement advice and referrals, and counseling in general. Therefore, in the first weeks of the Project, staff developed a plan to offer the Project's services directly to faculty. Presentations were placed on the agendas of the regularly-scheduled meetings of every division every semester. In this manner, all full-time faculty members received disabilities trainings, the purposes of which were to:

1. inform faculty of the existence and purposes of Project SCORE,
2. offer assistance on developing classroom accommodations,
3. solicit faculty assistance in job placement of students with disabilities, and
4. educate faculty on viability of workplace accommodations.

Some of these trainings were co-presented with staff from the College's Office of Cooperative Education/Career Services and Transfer Affairs.

Following these presentations there was an increase in faculty referring students to the Office of Disability Services in general and to Project SCORE in particular. Faculty members also expressed more concern for and awareness of academic and workplace accommodations. This issue of workplace accommodations is particularly important because many employers contact faculty directly to request applicants when they have employment openings. These trainings and information sessions will continue to have an impact on job placement of students with disabilities long after the expiration of the grant, as faculty are now empowered to advocate personally for and intercede directly in behalf of students with disabilities.

In addition to these presentations, Project staff hosted Open Houses in the Adaptive Computing Laboratory each semester. Print media were also used to publicize the adaptive computing equipment - one feature article in the regional newspaper and two in the campus newspaper, as well as a tri-fold brochure.

Services to Employers

Proposals of Project services to employers included offers of free consultative services and staff trainings in 4 areas:

1. job accommodation,
2. ADA compliance,
3. adaptive technology, and
4. disability awareness and etiquette.

Three trainings were delivered, and one more is pending. All are awareness and etiquette trainings. Many more employers expressed a need for these services, particularly disability awareness and etiquette.

The Project independently organized a regional employers conference on ADA legal issues. However, it was canceled for low attendance. Project staff managed a regional mass-mailing of literature on ADA legal issues, disability etiquette, and job accommodation resources to employers as an alternative means of communicating this information. The Project also mailed questionnaires to over 450 employers in the region. This effort yielded a response rate of approximately 7 percent, though there was no discernible consensus among the respondents as to a conference theme. Project staff subsequently developed a conference on ADA legal issues in cooperation with the Employers Association of Western Massachusetts. It is scheduled for November of 1996.

Adaptive technology is an area in which very few employers have any knowledge, and verbal descriptions of the technology available in the Project's Adaptive Computing Laboratory did not seem to carry a great deal of meaning. Most employers seemed skeptical or disinterested. The consensus among Project staff, however, was that if employers could be shown the hardware and software personally, and even let them try it out, they would be much more receptive and responsive to disability issues. Consensus

among the Project staff on this prospect is that the equipment must go to the employers, rather than inviting the employers to come and see the equipment. This approach would also allow the employers' staffs to become familiar with the technology with minimal disruption of business. Project staff agreed that contacting employers individually and making appointments to take the equipment into their work places to show them its power would be far more likely to elicit positive responses - for the trainings themselves and to employment applications of people with disabilities.

Documentation/Record-keeping

Project staff kept hand-written logs of contacts with employers and Project beneficiaries. However, this system did not meet the need to quantify data. A system of index cards for recording placement specifics was helpful in keeping information on individuals, but the most effective system for recording data and summoning it for reference, change, or analysis proved to be a spreadsheet. The Project adopted Microsoft *Excel* as a tool that is both user-friendly and widely available. The spreadsheet offers a number of advantages for record-keeping:

1. up-dating information - as many additional (horizontal) rows as necessary can be added easily as new information on individuals develops;
2. quantifiable data can be computed automatically by the software;
3. identifying information can be deleted or hidden prior to print-out to protect privacy;
4. print-outs are in an easily-read chart form which can be imported into a compatible word processing program.

The spreadsheet is useful not only for keeping placement and academic information on students (Appendices 6 and 7) but also for keeping service-delivery data (Appendix 8).

C. PURPOSES

1. Original Goals

A. Development and evaluation of a model inservice training program providing community college faculty (especially department chairpersons) with accurate and usable information related to employment support services and accommodations for disabled persons sufficient to enable these faculty to function effectively as adjunct placement representatives of the College.

B. Implementation and evaluation of an academic course in career advising, personal planning, and job skills building that will ensure the readiness of 60 students with disabilities annually for cooperative education, internship, apprenticeship, and work study experiences.

C. Development, implementation, and evaluation of proactive methods for infusing the mutually beneficial support of local employers into the traditional rehabilitation/career education/job placement model that will lead to their better understanding of ADA compliance issues and that will also enable students with disabilities to successfully enter employment as follows:

- 12 disabled June 1995 and 28 disabled June 1996 *graduates* will be placed into non-subsidized, non-sheltered employment.
- 45 disabled *students* will be placed into work experiences annually in 1994-95 and 1995-96, including placements into cooperative education, work-study, internships, and apprenticeships.

D. Assembly of the best practices derived from the Project into a handbook of curriculum materials, workshop agenda, and quantitative /qualitative reports; and dissemination of these materials and Project results via local, regional, and national presentations and publications, thereby serving as a resource provider for JTPA, community colleges, vocational secondary school personnel, support agency staff, and employers.

2. Modifications of Goals

Goals remained constant throughout the life of the Project. However, some implementation activities were changed in response to local contingencies. For example, the curriculum of the original 3-credit course was divided into 2 separate courses: a 1-credit career exploration course and a 2-credit (college level) job seeking skills course. This step was taken in response to feedback from students who pointed out that people do not typically develop a career plan and seek a job in that career in one semester. Moreover, many students preferred to compete for paid positions in the employment market rather than enter institution-based experiences. Both courses were offered each semester of the Project's life. Enrollments declined progressively to the point that in the final semester there were no enrollees in Job Seeking Skills and only 2 in Career Exploration. All sections were delivered regardless of enrollment numbers. Ultimately, these courses were supplanted by one-to-one, person-centered counseling sessions and a workshop series that met individual needs more efficiently and expeditiously than the generic programs.

Another major modification in activity was required concerning the annual half-day employer conferences. With persistent efforts eliciting minimal responses, attempts to organize employer conferences on Americans with Disabilities Act legal issues were abandoned in the final months of the Project. The 1994 conference had been canceled due to low enrollment. In its place, on-worksite disability awareness presentations were made to several employers. The 1995 conference was replaced by the production of the *Guide to Etiquette and*

Terminology When Working with Individuals with Disabilities and its dissemination to 443 employers along with information about workplace accommodations, a listing of assistive technology resources, and a survey of employer needs. This survey was developed and circulated in order to find out directly from employers what their needs were regarding the ADA. There was no consensus among the 7% who responded to the survey. In the final year the Project teamed with the Employers Association of Western Massachusetts (EAWM) to produce the conference, but this one also was canceled due to nonresponse, and the funding designated for this was redirected to acquisition of adaptive equipment by the College's Disability Services Office. This cooperating relationship still exists, and further efforts to organize a conference will be pursued.

The final significant activity change was the substitution of the Northeast workshop on promoting the employment of persons with disabilities with a presentation by the Project Coordinator and the Project's Career Counselor to a meeting of the Massachusetts Public Colleges Career Planning and Placement Association.

Organization of conferences requires a huge expenditure of effort and resources with no guarantee of a reasonable return. A workable alternative would seem to be the identification of affinity organizations and application to them for presentation privileges at their regular meetings or conferences. One basic preparation could be modified to suit the themes of several different conferences, and the materials, money, and staff time applied to unsuccessful conferences could be spent more productively on direct student services.

D. CLIENTELE

Students in the groups studied were typical of community college students in that a description of the average student would apply to very few, if any, group members. Ages in the Control Group ranged from 18 to 54, while those in Experimental Groups 1 and 2 ranged from 20 to 62 and 19 to 55, respectively. Any typification would be meaningless. The only statistically significant demographic factor was race/ethnicity: Experimental Groups 1 and 2 were 82% white, while the Control Group was 86% white. While the above data corroborate roughly across groups, specific disabilities were not distributed evenly across the 3 groups:

Disability Distribution Among Groups

	Physical/ Medical	Learning Disabled	Hearing	Visual	Psychiatric	Other	Ttls
Grp 1	12	11	6	5	6	10	50
Grp 2	14	5	4	1	9	7	40
Control	22	10	3	6	3	6	50

Future studies probably should control carefully for types of disabilities within experimental and control groups.

Disability Distribution Among Incidental Beneficiaries* of Project

Physical/ Medical	Learning Disabled	Hearing	Visual	Psychiatric	Other	Ttls
27	19	2	2	21	17	88

Disability Distribution Among All Beneficiaries of Project
(Group 1 + Group 2 + Incidental Beneficiaries*)

Physical/ Medical	Learning Disabled	Hearing	Visual	Psychiatric	Other	TTL
53	35	12	8	36	34	**178**

* **Incidental beneficiaries** are people who accepted Project services but were not members of either experimental group.

E. SPONSORSHIP AND COLLABORATION

Primary sponsorship of the Project came from funding provided by the Office of Special Education and Rehabilitative Services (OSERS) of the United States Department of Education. Additional funding was provided by STCC, as well as in-kind support in the form of information, advice, supplies, and services. For the 3 years of the Project, total direct and indirect costs provided by OSERS amounted to $341,123. The College contributed $130,786 for the same time period. (Source: Office of Grants and Development, Springfield Technical Community College.) The Project was made part of the College's Enrollment Management Division, and Project professional staff attended all scheduled division meetings. Cooperation and collaboration with various College offices was primarily within this division. The Career Counselor worked with Student Activities in providing faculty advisement to 2 student groups - the Outing Club and the Head Injury Support Group. Through the Student Activities connection, Project staff also contributed to the training of Student Mentors and to the orientation of in-coming students. The Project cooperated closely with the Office of Disability Services through cooperative presentations on disability, accommodations, and the ADA. There was also frequent and reciprocal referring of students to each other's services. There was also reciprocal referring of students between the Project and the Office of Cooperative Education/Career Placement and Transfer Affairs. Additionally, the Project's Career Counselor participated in this office's weekly staff meetings, thereby facilitating exchange of information on employment opportunities.

The Project Advisory Team provided the Project with high-quality collaboration with College interests and offices, government agencies, and private-sector employers. Two students participated as representatives of the College student body. College offices were represented by the Coordinator of Disability Services, a Counselor from the Women in Transition program, and the Director of Cooperative Education/Career Services and Transfer Affairs. The Massachusetts Commission for the Blind was represented by its Supervisor of Vocational Rehabilitation. The Massachusetts Rehabilitation Commission was represented by its District Supervisor, and the Massachusetts Small Business Development Center was represented by a Management Counselor. The Veterans

Administration Medical Center was represented by its Chief of Voluntary Services. An Employment Counselor from the Department of Employment and Training participated on the team, and he continued to do so during and after his transition to Career Point, a private for-profit agency. The Sales Manager of Johnson and Hill Staffing and the Personnel Officer of Peoples Bank also participated from the private sector, as did Health New England's Human Resources Manager. The Personnel and Administrative Coordinator from the Corporation for Public Management was another private-sector representative, as was an independent contractor of psychological and evaluative services.

The Project received numerous referrals from off-campus service-delivery agencies, especially the Massachusetts Rehabilitation Commission (MRC) and the Department of Employment and Training (DET). The Project coordinator had been employed previously by the MRC and took advantage of numerous personal contacts in that agency to generate referrals to the Project. In addition to person-to-person publicizing of the Project's services, Project staff also made presentations at staff meetings of the two local MRC offices. This agency was probably the single most productive source of referrals that the Project accepted. Most referrals between the two were made by MRC to Project SCORE, though many were made by the Project to MRC. Students who were referred by MRC frequently qualified for academic support services, and many also took advantage of career services as well. This collaboration proved advantageous for numerous students. P-, for example, was referred initially to the Project's career exploration and job-seeking skills course, which included resume and cover letter preparation. On graduating, he took his resume to his Counselor at the local office of the Massachusetts Rehabilitation Commission. Through the Counselor's extensive network of cooperating employers, P- successfully interviewed for a job at a regional transportation company answering telephone inquiries about fares and schedule information.

Another very effective collaboration was between the Project and the local DET office. Most referrals in this relationship were made by the Project to the DET. Initially the Project's Career Counselor traveled to the DET office to meet with students. There he showed them how to register for DET services and how to work around some peculiarities of the computerized job bank. This particular service was absolutely essential

to many students since many Project beneficiaries had never been to the DET office before and were intimidated by the prospect of dealing with another bureaucracy. Others had limited English proficiency and required hands-on walk-throughs. This activity was facilitated in January of 1995, when the DET assigned a part-time Counselor to the College's Office of Cooperative Education/Career Services and Transfer Affairs. This Counselor was valuable to students as a very convenient direct-service provider and to the Project as a new and informative member of the Project Advisory Team. Through on-line linkage with the DET's computer system, students were enabled to get access to the DET's job bank, and the on-campus Counselor provided direct referrals to employers. All of the Project's job-seeking counselees were referred to this service.

Project staff and the DET Counselor jointly developed a series of workshops on resume and cover letter preparation, interviewing skills, and job search/networking strategies and tactics. These sessions were designed to meet the needs of students with disabilities and those without disabilities. This same Counselor was also recruited by the Project to join the Project Advisory Team. In April of 1996, unfortunately, this Counselor was removed from campus by the DET due to lack of funding. The working relationship continues, however, with him providing regular up-dates of the DET's job bank listings along with a companion system of direct referrals to employers. This information is entered weekly into a PC in the school's Adaptive Computing Lab that has had the MAGic on-screen magnification system loaded into it. Some of the DET's functions have been awarded to private contractors in Springfield (Future Works) and in Holyoke (Career Point). Students requiring more comprehensive services are referred to these agencies. Most students are unaware of the existence of these agencies until they are referred, and students who express trepidation at the prospect of applying to them are introduced personally to the intake staff.

The project collaborated actively with the Massachusetts Transition Initiative (MTI), which is concerned primarily with school-to-work issues. The Project's Career Counselor was a member of the Western Massachusetts Regional Technical Assistance

Team and staffed an information table at the 1995 MTI Annual Conference held in Springfield. Under the auspices of the MTI, the Career Counselor also presented jointly with representatives of the Massachusetts Department of Education at the 1995 Annual Conference of the Massachusetts Teachers Association on the subject of the Individuals with Disabilities Education Act (IDEA).

F. CONTEXTS

(Source: Springfield Technical Community College - Office of Grants and Development)

In the mid-1980's, STCC received seed funding from federal Perkins grants for the development and support of disability services. Funding was designated for transportation support (no longer in existence), acquisition of equipment, and creation of the full-time position of Disability Services Coordinator. Subsequently, the part-time position of Learning Disabilities Counselor was created. In 1993, STCC became a member of MassACT (the Massachusetts Adaptive Computing Technology Network), which is a statewide network administered by the University of Massachusetts - Boston. Membership in this network enabled the acquisition of adaptive computing equipment by the College.

Established in 1964 as Springfield Technical Institute, the school's location was changed in 1967 to the 55-acre downtown campus of the former Springfield Armory. The following year brought the change in name to Springfield Technical Community College. The College is accredited by the New England Association of Schools and Colleges. It is one of the largest and most comprehensive community colleges in the state. As a commuter college, STCC draws its enrollment primarily from the local and surrounding communities with its open-door policy offering educational opportunities to an increasingly diverse population. The population of the catchment area is approximately 500,000 (1990 census - Springfield Metropolitan Statistical Area). Forty-five percent (45 %) of STCC's students live in the city of Springfield; 55 % live in surrounding communities, so the College draws students from urban, suburban, and rural communities. In Hampden County, where STCC is located, ethnic minorities comprise 17.8 % of the

population and live primarily inside the city of Springfield. People of either African-American or Hispanic heritage make up 36 % of Springfield's population. (Source: 1990 Census.) Comparisons of 1980 Census data with 1990 data reveal increases in the African-American population (18.3 %) and Hispanic population (84.2 %) and a decline in the White population (-11 %).

Figures from the 1990 census reveal that of Springfield's 38,863 family households, 16.6 % have annual incomes under $10,000, and another 16.1 % are below $20,000. According to the Springfield Department of Public Health, the city's infant mortality rate exceeds both state and national averages. The city has one of the highest rates of teen birth in the United States and 40 % of teens who gave birth in 1993 did not have adequate prenatal care. Springfield Public Schools report that between 12 and 13 % of fifth, eighth, and eleventh graders (not including dropouts) have chemical abuse problems, as do 25 % of the families of the students who were surveyed. The municipality recognizes a population of approximately 10,000 disabled residents, though people with chemical dependency issues are not included in that number.

The regional economy is slowly recovering from the most severe recession since the Great Depression. Most of the job losses in the region since the end of the Cold War are permanent, with a loss of 1,460 jobs in the manufacturing sector alone. The statewide unemployment rate is approximately 6 %, while the area adjacent to STCC has a rate of around 40 % for adults and around 60 % for youth. (Source: Massachusetts Department of Employment and Training.) Eligibility of STCC students for financial aid has increased from 50 % in the 1990-91 academic year to 66 % in the 1994-95 academic year. Over 23 % of 1994-95 matriculants received support from welfare or public assistance. In spite of these dismal figures, STCC graduates find productive employment. The most recent data available from STCC's Placement Office show a 95 % placement rate for graduates.

As of 1994, 456 students with disabilities were enrolled in over 43 different programs. This figure represents an increase of 28 % over the 1990 figure of 357, and current preliminary data indicate a further climb.

G. PROJECT ACTIVITIES

1. Planning/Development - From the Project's inception, staff evaluated all aspects of it on an on-going basis, revising and strengthening as indicated, with simultaneous identification of Best Practices. On the same on-going basis, students and employers were recruited for Project participation, faculty were offered trainings, and Project staff participated in local career and business fairs and counseled individual students and graduates on career issues.

Prior to Award	Perception among College staff of need for specialized systematic academic and career-pursuit supports in order to help assure success for qualified and motivated students with disabilities. Application by the College's Vice President for Development for an appropriate grant from the United States Department of Education's Office of Special Education and Rehabilitative Services.
Summer 1993	Notification of grant award.
	Recruitment of staff.
Fall 1993	Announcement and launching of Project.
	Generation of Project population data.
	Presentation to College faculty and staff on Office of Disability Services and its responsibilities.
	Mailing of recruitment letters to prospective Project beneficiaries.
	Proposal of collaborations to vocational rehabilitation agencies.
	Recruitment of Project Advisory Team.
	Letter from College president to faculty encouraging participation in grant activities.
	Proposal to College's curriculum committee for granting of credit status to Project's academic course.
Spring 1994	Editing and publication of "Adaptive Technology Resource List."
	Adaptive Computing Lab Open House.

	Implementation of Individualized Career Plans.
	Development and circulation of Project 3-fold publicity brochure.
	First presentation of Career Planning/Job Search Skills course.
	Production of Project video *You Can Get There from Here.*
	Identification and contacting of prospective cooperating employers.
	Career planning in individual counseling sessions.
Summer 1994	Summer session of academic course.
	"Orientation Manual" for students with disabilities authored and circulated.
	Inception of collaboration with College's Cooperative Education staff.
Fall 1994	Development of "Job-Seeking Skills Manual" for students with disabilities.
	Recruitment visits to prospective cooperating employers.
	Presentation updating faculty and staff on ADA issues.
	Initial placements in internships and practicums.
	Recruitment of students to interview for temporary summer federal jobs.
Spring 1995	Separation of academic course into 2 courses: Career Planning (1 credit), and Job Seeking Skills (2 credits).
	Presentation updating faculty and staff on ADA issues.
	Presentation of disability awareness trainings in local workplaces.
	Beginning of on-campus collaboration with counselor from Department of Employment and Training.
	Open-captioning of Project's video for people with hearing impairments.
	Updating of Project's 3-fold brochure.
	Adaptive Computing Lab Open House.

	Mailing of Project's *Guide to Etiquette and Terminology* to employers in region.
	Copying of Project's video for national dissemination.
	Interviews for temporary summer federal jobs.
	Attendance at Transition Research Institute Project Directors Meeting; distributed Project video to 45 colleagues.
Summer 1995	Planning with regional employers association to jointly manage a conference on ADA issues.
	Placement/follow-up of graduates.
Fall 1995	Management of College connection to Mississippi State University teleconference on the ADA and higher education.
	Recruitment of applicants to interview for temporary summer federal jobs; management of interview schedule.
	Presentation at National Assoc. Of Student Personnel Administrators - Region 1 Conference: "Disability . . . Diversity . . . Equality."
	Presentation to faculty/staff on ADA.
	Continuation of job development and placement.
Spring 1996	Interviews for temporary summer federal jobs - 3 hires.
	Presentation of preliminary findings and "Best Practices" to Career Placement Officers of 2-year and 4-year public colleges.
	Presentation of "Best Practices" at Annual Conference of National Transition Alliance for Youth with Disabilities.
Summer 1996	Data collection and compilation of Project "Final Report."
Fall 1996	Final editing and submission of "Best Practices" to various journals; workshop proposals to various organizations.
	Final editing and submission of "Final Report" to Office of Special Education and Rehabilitative Services and various journals.

2. Major Contributors -

Staff members - The Project was developed and implemented under the aegis of the College's Office of Disability Services. Mary A. Moriarty, in her capacity as Coordinator of Disability Services, provided important consultative services to the Project. She managed the original data collection effort on students with disabilities, allowing the Project to identify them and recruit them as service beneficiaries. As a member of the Project Advisory Team, she helped to elicit some of the most valuable information from other team members. She teamed with the Project Coordinator on writing, organizing, and developing inservice programs for College faculty. She also organized Adaptive Computing Lab open houses and managed information sessions for attendees.

The early implementation of the Project's activities was planned and pursued by Kris Kozuch, the Project's first Coordinator. In this capacity she guided the Project from the status of a fledgling to that of a mature productive program. She developed the original curriculum for the academic course and successfully advocated with the College's Curriculum Committee to grant 3 hours of degree credit. She followed this with aggressive recruitment of students for participation in the course and taught the course for 4 semesters. She also worked on the development of the faculty inservice training program on academic supports and accommodations. She researched and developed numerous resource documents, including a technology guide for prospective employers, an orientation package for new students, a guide to disability awareness and etiquette, and a job-seeking skills manual for students with disabilities. She developed the Project's *Individual Career Plan* document (Appendix 9) that was used to map out objectives and activities for pursuing career goals. Kris also initiated highly successful interagency collaborations and managed regional employer-education mailings on ADA compliance and disability awareness and etiquette. She managed the production of the

Project's 3-fold publicity brochure and presented on Project services to civic organizations. She wrote the annual renewal applications that assured the continued funding of the Project. Kent Goodchild, her successor, guided the Project through its closing months, assuring that all requirements were met or that workable alternatives were realized. He organized a presentation to placement officers of state colleges and also collaborated on the "Best Practices" manual and this "Final Report."

The academic course was co-taught by the Project's Career Counselor/Job Developer. The first holder of this position was Cynthia Chamberland, who also managed the production of the Project's award-winning video *You Can Get There from Here*. She developed forms documenting status and progress of students and initiated the early recruitment of employers on behalf of Project beneficiaries. This recruitment effort was continued by her successor, Tom Kerner, whose early focus was independent small businesses. He developed the Project's documentation forms for its internship placements and also worked on the team that developed the "Classroom and Testing Accommodations" form. He developed a spreadsheet for maintaining placement information on Project beneficiaries and developed the Project's cooperating relationship with the Employers Association of Western Massachusetts. He presented to various local civic associations, and in the final months of the Project he co-authored the "Best Practices" manual and presented it at the National Transition Alliance 1996 annual meeting of project directors. He was also the manager and principal author of this "Final Report." He managed the up-dating of the Project's 3-fold publicity brochure and the production of the Adaptive Computing Lab brochure.

Over the 3-year life of the Project 3 different clerks were hired. Gabrielle DuFresne was the first to fill this position, answering telephones, communicating by TDD, scheduling appointments, typing, word processing, and entering data. Her successors, Donna Davis

and Cheri Hicks, continued this work, accepting responsibility for various short- and long-term projects.

Volunteers, Agency Collaborators, and Advisors - The Project relied heavily on advice and assistance from volunteers and agency collaborators and is deeply indebted to them for their generosity with their time and expertise. Bill Braese, who transferred from the College to a 4-year school, voluntarily participated in the production of the Project's video and served on the Project's Advisory Team. Art Cooney, an Electrical Engineer who retired from the aerospace industry, donated numerous hours of tutoring in mathematics, physics, electronics, and computer skills. John Danos, a graduate of the College's Microcomputer Specialist program, redesigned and executed the second (up-dated) version of the Project SCORE 3-fold informational brochure using his skills with Aldus Pagemaker. Louisa Davis, of the College's Office of Cooperative Education/Career Services and Transfer Affairs, presented on the Project to the College's Business, Allied Health, and Technology Divisions. She also arranged for Project staff to make a presentation on the Project at a breakfast meeting of the Rotary Club and frequently referred students directly to Project services. Gerry Donnelly, presently of Career Point, collaborated with Project staff on the development of a series of job search skills seminars and served for 2 years on the Project Advisory Team. Moreover, he introduced a terminal networking the Adaptive Computing Lab (ACL) to the on-line job bank of the Department of Employment and Training (DET). He also created a system that loaded the DET job listings into a computer in the ACL that was also loaded with MAGnification In Color so that students with visual impairments could get independent access to those job listings. William Duggan, of the Massachusetts Commission for the Blind, donated 3 years of service on the Project Advisory Team. In that capacity he provided a great deal of useful information on the existence and availability of services. Madeleine Dupre, of the College's Women in Transformation

program, served for one year on the Project Advisory Team, providing insights into educational and career issues of women in the process of moving out of circumstances of dependency. She also provided names of people and agencies to contact for volunteer placements. Dan Holmes, of the Massachusetts Small Business Development Center, also served on the Project Advisory Team for a year, informing Project staff on resources to target for solicitation. Joanna Frost, who transferred from the College to a 4-year institution, served for a year on the Project Advisory Team and provided insights on specific issues confronting students with disabilities. Peter A. Galante, of the Department of Veterans Affairs Medical Center in Northampton, MA, was on the Project Advisory Team for 1 1/2 years, arranging high-quality volunteer experiences for Project beneficiaries and giving advice on placement options. Steven Lacey, a graduate of the College's Microcomputer Specialist - Data Processing program, in addition to tutoring students on the various applications available in the Adaptive Computing Lab, volunteered a great deal of time and expertise in training staff and creating documents and forms for the Project. Courtney Olds, of the Massachusetts Rehabilitation Commission's Springfield Office, provided valuable information at team meetings on area resources, contact people, available benefits, and application procedures. Dolly Opper, a graduate of the College's Liberal Arts program, helped to organize the Advisory Team meetings and the numerous special events sponsored by the Project. Peggy Rishel, of the Corporation for Public Management, gave advice on resume and other job search issues. Julie Robarge, of Johnson and Hill Staffing, provided updates on the area job market. Patricia Serafin, of Peoples Bank, gave advice on job search strategies and networking with the regional employer community. Dr. John Shea, an independent psychological and educational consultant, provided valuable advice on program development and implementation, as well as program evaluation. Mark Strozik, of Health New England, made recommendations

on upgrading of resumes and provided valuable internship experience in Health New England. Frank Valier, a graduate of the College's Computer Information Systems program, trained Project staff on specific technical usages of Microsoft Office. Denise Van Wert volunteered in the production of the Project's video. Members of the Project Advisory Team also provided crucial information and useful suggestions on an on-going basis at regularly-scheduled team meetings. Advisory Team Members, with their respective institutional affiliations, are listed under "**Acknowledgements**" following the title page of this report.

3. Activities/Operations - One of the major concerns of Project staff was to publicize and promote the services of the College's Office of Disability Services in general and those of the Project in particular. Early in the Project, staff developed a 3-fold information brochure on the services that the Project offered to students, faculty, and employers. In the eighteenth month of the Project, a student who was a beneficiary of Project services and a matriculant in the College's Microcomputer Specialist program was recruited to revise and up-date the brochure. Over 600 copies of the brochure were circulated to students, faculty, employers, and service-delivery agencies. Project staff included copies of this 3-fold in information packages that were distributed to employers at 3 different job fairs. The same package, including the 3-fold brochure, was given to prospective employers when the Project's Job Developer made recruiting calls. Approximately 110 of these packages were distributed. The Project's Job Developer also managed the translation of an information flyer on the College's Office of Disability Services into the Hmong, Laotian, Polish, Russian, Spanish, and Vietnamese languages for posting in classrooms where English as a Second Language is taught. Furthermore, Project personnel staffed information tables in the College's cafeterias each academic year during the life of the Project. Similarly, Project personnel also accepted an opportunity to set up an information table the Massachusetts Transition Initiative's Western Regional Conference in the fall of 1995. Project staff also scripted, developed, and produced a 17-minute video on the Project. Titled *You Can Get There From Here*, this production won

the Best Video award at the 1994 National Conference of the Association of Higher Education and Disability. This video has been circulated to Disabilities Services officers and Career Services specialists in other colleges nationally. The video was also shown during presentations on Project SCORE to various organizations and agencies, including presentations to the counseling staff of the Holyoke and Springfield offices of the Massachusetts Rehabilitation Commission. A presentation was also made to the clients of Lighthouse, a transition program for people with psychiatric disabilities.

Project SCORE staff presented to employers at meetings of the Rotary Club and of the Gay and Lesbian Business and Professional Alliance of Greater Springfield. While the Chamber of Commerce disallowed an information table, the Project's Job Developer was able to circulate information brochures at Chamber early-evening socials and to table-mates at Chamber breakfasts. Project staff delivered disabilities awareness trainings in 3 workplaces, and one more is scheduled as of this writing. The Project also developed a *Guide to Disabilities Etiquette and Terminology*. It was distributed by mass mailing to 450 employers.

This guide is also available to College faculty. Also for the benefit of faculty, the Project sponsored a linkage to a video conference on disabilities in higher education. This conference was hosted by Mississippi State University. Also in the interest of faculty education, Project staff hosted a series of open houses in the College's Adaptive Computing Lab. Additionally, Project staff developed a 3-fold brochure on the Adaptive Computing Lab and circulated it throughout the campus. Project staff also worked with College staff from the Office of Disability Services to develop a comprehensive user-friendly *Classroom and Testing Accommodations Form*. The form had been through several revisions, none of which proved workable for faculty. The final form, which is clear and concise, will enter the public domain by being offered to 8 disabilities and higher education journals for publication.

Information on Project purposes, outcomes, products, and approaches was submitted to the National Transition Alliance for inclusion in its *Directory of Model Programs*. This directory is a searchable database accessible through the Internet. Other information-dissemination activities include a presentation, titled *Best Practices - What Worked and What Didn't*, at the annual Project Directors Conference of the National Transition Alliance in Washington, DC, in June of 1996. The notes and preliminary findings that were used to develop that presentation were used the previous March in a presentation on the same topic to a meeting of Career Services professionals from Massachusetts public 2-year and 4-year colleges. When the final data were entered into the "Executive Brief" section of this document, it was combined with the "Conclusions" section and the "Best Practices" chart and mailed to 50 2-year colleges in New York State and New England. It also was submitted to the following for publication:

Journal of American Rehabilitation

Community and Technical College Journal

The Journal of Cooperative Education

Innovation Abstracts

Careers and the disABLED

Pioneer Valley Business Digest

Women Unlimited

Journal of Postsecondary Education and Disability

Educational Resources Information Center

HEATH Resource Center

National Center on Educational Outcomes for Students with Disabilities

Transitions - Vermont's Transition Systems Change Project

Additionally, the Project will offer to present these findings at conferences of:

National Association of Student Personnel Administrators

New England Association for Cooperative Education and Field Experience

Cooperative Education Association, Inc.

American Association of Community Colleges

National Council for Urban Economic Development

Association of Higher Education and Disability

American Association for Counseling and Development

various vocational education organizations

4. Ancillary Activities/Services - Needs of students and graduates were assessed on a case-by-case basis, and prescriptive programs were developed accordingly. Assessments and prescriptive programs were driven primarily by the related themes of academic success and financial independence. Counseling sessions and academic classes focused on one or both themes as dictated by individual need.

Staff development was encouraged and pursued as opportunities arose, with Project staff attending the following conferences:

National Transition Alliance Annual Project Directors Meetings (1994, -95, -96)

Association of Higher Education and Disability Annual Conferences (1994, -95, -96)

Association on Higher Education and Disability - Connecticut Chapter - Conference Series on ADA Law

National Association of Student Personnel Administrators - New England Regional Conference (1995)

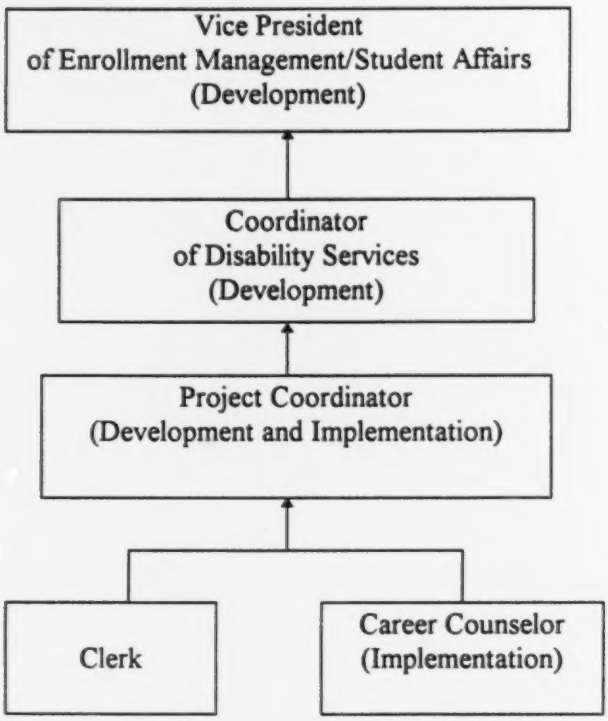
Center for Education and Work - Northeast Regional Conference (1994)

Additionally, Project staff arranged and attended the local link-up to the University of Mississippi's 1995 teleconference on higher education and the ADA. Staff also availed themselves of in-house trainings sponsored by the College.

Prospective beneficiaries were contacted by a mass mailing. The address labels for that mailing were generated by a search in the College's data base for students who self-identified on registration forms as having one or more disabilities. The Project's presentations to faculty and staff of the College also resulted in numerous referrals. Project beneficiaries requiring tutoring were introduced to staff of existing tutoring programs in the College's Office of Disability Services and in the separate academic departments. Training in social skills was pursued as necessary in individual counseling sessions with the few Project beneficiaries who required that service. The Project's follow-up procedures for volunteer placements are detailed beginning on page 15 of this report. Follow-up and supportive services were offered to beneficiaries accepting paid employment.

5. Management - The Project's Clerk answered telephones, typed and word-processed correspondence, scheduled appointments, and communicated by TDD. The Career Counselor taught academic classes, counseled students and graduates on academic, career, and personal issues, presented to professional and civic organizations, recruited cooperating employers, collaborated with College offices and off-campus agencies, wrote informational literature, developed documentation systems, and, finally, managed the production and editing of this report and the Project's "Best Practices" document. Both of these staff reported to the Project Coordinator, whose responsibilities were the same as those of the Career Counselor with the addition of conducting Project Advisory Team meetings and writing periodic reports on Project status to the Office of Special Education and Rehabilitative Services. The Coordinator's responsibilities for this report and the "Best Practices" document were primarily editorial. The Project Coordinator, in turn, reported to the College's Coordinator of Disability Services, who reported to the College's Vice President of Enrollment Management/Student Affairs

Project SCORE Reporting Responsibilities



Since all staff offices were located on the same short corridor, informal communication was always easy, either personally, by note, or by telephone. Formal communications were delivered and discussed in scheduled supervisory and staff meetings.

The Project relied on the Project Advisory Team for consultation on such specific issues as curriculum development, the construction of an employer needs survey, and the production of the Project's video. In the middle of the second year, Dr. John Shea was hired as Project consultant. In that capacity, he wrote the evaluative report at the end of the second year of the grant. Project staff also met with Dr. Thomas Grayson, of the Transition Research Institute at the University of Illinois - Champaign-Urbana and discussed problems that they were having in meeting some grant requirements. Staff also found the TRI-Talk List Serv, conferences of the National Association of Student Personnel Administrators, and the NTA Project Directors Annual Conferences to be useful sources of advice and information.

6. Dissemination -

Local - Copies of this "Final Report" and "Best Practices" were circulated to the Disabilities Services Officers of the Cooperating Colleges of Greater Springfield and to the President, Vice-presidents, Deans, Directors, and Department Chairs of Springfield Technical Community College.

State - Project staff presented preliminary findings to a meeting of Placement Officers of Massachusetts public colleges (2- and 4-year) in the spring of 1996. Also, copies of this "Final Report" and "Best Practices" were circulated to the coordinator and members of the Western Regional Technical Assistance Team of the Massachusetts Transition Initiative, and copies were mailed to state-level legislators from the College catchment area.

National - Project staff presented a workshop on "Best Practices - What Worked and What Didn't" at the June, 1996, annual Project Directors Conference of the National Transition Alliance. At that venue, 48 copies of the preliminary "Best Practices" document were circulated. When that document reached its finished form, it was mailed to the Disabilities Services officers of 50 public and private 2-year colleges in New York State and New England. This mailing list was acquired through an institutional membership in the Association on Higher Education and Disabilities (AHEAD). The "Best Practices" document and the Project "Final Report" were also offered to the publications listed in the above "**3. Activities/Operations**" section. Offers were made to present at the national conferences of the organizations listed in the same section. Copies of the "Final Report" were mailed to both United States senators representing Massachusetts, as well as the United States representatives from the College catchment area.

H. PROJECT EVALUATION ACTIVITIES

Formal evaluation was pursued on an on-going basis as the Project Advisory Team and staff consistently reviewed Project goals and objectives and worked toward attaining them on the Project time-line. An independent evaluator was added in the second year of the Project, and efforts were made to quantify as much of the Project as feasible with the understanding that Project numbers were small, Project organization and original research design did not facilitate sophisticated statistical analysis, and that Project spin-off or success fell more in the qualitative than the quantitative domain (*i.e.*, individual counseling or tutoring with students on a case-by-case basis was one of the most successful products of this effort). While control and experimental groups were compared, and important indices such as the demographics of gender, race/ethnicity, and age were reviewed, the Project evaluator indicated that real progress is clear and meaningful in the anecdotal accounts of student success. Further, the Project evaluator recommended the use of the "Guideline for Developing a Final Report," by R. Stake and L. DeStefano, from the Evaluation Technical Assistance Program - Transition Institute of Illinois. Having reviewed several final evaluative models, the outline format of Stake and DeStefano was determined to be lucid and user-friendly, and, as the evaluator noted, ". . . allows the reader to easily review the entire Project while choosing specific areas of the outline to pause and focus on." Further, the evaluator observed, "Slippage as well as success can be readily discerned in the Stake and DeStefano format, whereas other evaluation models which were reviewed tended to be convoluted, redundant, and impractical."

I. SERVICE-DELIVERY ACCOMPLISHMENTS

Accomplishment of Goals

Factors contributing to success

One of the factors contributing to the success of Project SCORE is the respect that the College enjoys among the region's employer community. The College is known for uncompromising standards of academic performance and its thorough and rigorous preparation of students for workplace achievement. Students come away from their academic programs with a justifiable sense of genuine accomplishment that translates to an elevation in self-confidence during the job-search process.

Another strength was the voluntary nature of Project participation. Most beneficiaries shared an intrinsic motivation to succeed.

Factors militating against success

One factor militating against successful training was the grant requirement that the Project provide skills instruction in a traditional teacher-fronted academic format. By its very nature, this type of instruction requires that much of the content be generic, while the highly specialized needs of people with disabilities could be met more expeditiously and effectively in 1-to-1 counseling sessions. Another detriment was the reluctance of most private for-profit employers to accept students as unpaid workers, even when the students clearly had acquired levels of skill and experience that would assure high degrees of independence in such placements.

One factor contributing to a diminution in placements and pay rates was that some students enrolled in programs that initially promised (according to data provided by regional employers) to provide employment opportunities in an open job market. In the intervening time, however, the regional labor market filled with these specialties, with the consequence

that later graduates will have to relocate in order to find work in their fields. Others have sought work in related or unrelated fields at lower starting rates than they would have gotten in the field for which they studied.

Unresolved Problems

The Department of Veterans Affairs Medical Center in Northampton, MA, is a model of innovative and progressive placement of volunteers. It is the only health-care facility in the area that allows technical-level patient contact by unpaid (volunteer) staffers. The Voluntary Services program there offers high-quality professional-level volunteer placements to people in support services as well. Due to its location on the northwestern outskirts of the city of Northampton, however, a transportation problem is presented to volunteers who have no access to private transportation. The Northampton VA Medical Center is the only venue in the region for health-care volunteers to get resume-building experience in their fields.

Population Served - The Project targeted students enrolled in Springfield Technical Community College and having one or more documented disabilities.

Assignments to Control/Experimental Groups - Students were entered into the Project's experimental component based on self-identification as disabled on the College's "Student Registration Form." These students were invited through a mass mailing to accept project benefits. Those who accepted and provided documentation of disabilities were assigned to Experimental Group 1 in the first year of the Project and to Group 2 in the second year. The Control Group was constituted of students who did not accept the invitation to Project services. Some students were eventually removed from the Control Group on applying to the Project for services. However, this did not necessarily move them into Experimental Group status.

J. MODEL BUILDING ACCOMPLISHMENTS

The completed Model is a synthesis of the most successful features of the grant, consisting of a set of basic support and counseling services for students with disabilities. The Model states its mission as increasing the percentage of students and graduates with documented disabilities accepting offers of competitive full-time employment, with the ultimate goal of that percentage matching that of the total population of students and graduates.

The Model pursues its stated mission through academic support and counseling of students with disabilities on issues of:

- classroom and testing accommodations,
- referrals to specialized campus and community services, and
- *person-centered* academic advisement.

The Model also provides individualized support and counseling in areas of:

- career choices,
- resume preparation,
- cover letters,
- job search/referrals,
- job shadowing experiences,
- career-step volunteer experiences, and
- interviewing skills.

The Model advocates with faculty on behalf of students with disabilities in order to assure compliance with the Americans with Disabilities Act and to guarantee that students are presented with meaningful challenges.

The Model monitors itself through meticulous documentation and record keeping with periodic reviews of placement numbers and rates. Furthermore, the Model reports this information to a standing Advisory Team, whose members make recommendations for improvement or revision. This Advisory Team consists of public and private sector managers and administrators as well as students from the College.

The most important consideration of this Model for project designers is the application of Rehabilitation and Special Education principles to every element. Individualized person-centered programming is essential to the success of any of its components. The development of a person-centered focus of activities is not in and of itself an innovation. However, until it is an ubiquitous feature of every program, staff must ask themselves and their counselees, in some form, pointedly and deliberately in every conference, "What must we do to meet the unique needs of this individual?" The inescapable result will be the special crafting of each beneficiary's program of services.

The above model can be established and implemented in virtually any post-secondary environment, since it requires no specialized plant or equipment. The only requirements in this domain are office and counseling space and ordinary equipment and software. The personnel requirements are minimal, starting with a career counselor and a clerical staff person for smaller programs, but with increases in staff as demand requires. An important - and indispensable - requirement of the counseling position, however, is a person-centered orientation to counseling and career issues.

As of this writing, there are no known attempts at replicating this Model. The College is exploring funding options for continuation of the Model as a means of research on higher education and disabilities. No specialized testing for the generalizability of the Model is indicated. However, research in variations on the model could yield useful results.

The costs of replicating the Model in other settings would consist primarily of locally-determined costs of the plant, equipment, and personnel suggested above.

The most significant legacy that the Model has left at the College is the elevated awareness among faculty and staff of the abilities of students with disabilities along with a commensurate rise in levels of expectation of academic and professional performance. Moreover, there is a general and genuine appreciation of the need for on-going trainings on adaptive technology.

The Model has also contributed to the development of a core of applied adaptive technology at the College, including the Dragon Dictate voice recognition system and a HumanWare Braille printer, with tutoring and lab staff trained in their respective applications. The Project was able to acquire the materials and found a natural match for them in the College's Office of Disability Services. These elements of the Model will continue beyond the expiration of grant funding because of the facility with which grant contingencies articulated with existing College services.

* * * * *

For information on Project implementation or results, contact:

Springfield Technical Community College
Office of Disability Services
One Armory Square
P.O. Box 9000
Springfield , MA 01101-9000

(413) 781-7822, ext. 3179

K. APPENDICES

RATINGS: 0 - 10 Lowest Highest Your IMPORTANT VALUES	POSSIBLE CAREERS						
	60						
TOTALS							

Appendix 1

Springfield Technical Community College
Counseling Center

Project SCORE

Date:_____
Counselor:_____

Supervisor's expectations:_____

Student's expectations:_____

Appendix 2

Signed:

_____ _____
(Supervisor) (Student)

Springfield Technical Community College
Counseling Center

Project SCORE

Placement Follow-up

Date:_____
Counselor:_____

First Day: _____

Second Day or First Week: _____

Date: _____

Appendix 3

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

PROJECT SCORE - OFFICE OF DISABILITY SERVICES

RECORD OF INTERNSHIP

INTERN: _____

EMPLOYER: _____

INTERN PERIOD: From: _____ To: _____

SUPERVISOR: _____

	Excellent	Acceptable	Needs to Improve	N/A
ATTITUDE:				
Cooperative	_____	_____	_____	_____
Motivated	_____	_____	_____	_____
JUDGEMENT:				
Mature	_____	_____	_____	_____
Independent	_____	_____	_____	_____
DEPENDABILITY:				
Minimum Supervision	_____	_____	_____	_____
Follows Directions	_____	_____	_____	_____
QUALITY OF WORK:				
Accuracy	_____	_____	_____	_____
Consistency	_____	_____	_____	_____
ORGANIZATION:				
Concentration	_____	_____	_____	_____
Self-Starting	_____	_____	_____	_____
DEMEANOR:				
Professional	_____	_____	_____	_____
Confident	_____	_____	_____	_____
FLEXIBILITY:				
Adapts to changes	_____	_____	_____	_____
APPEARANCE:				
Appropriate Dress	_____	_____	_____	_____
Grooming	_____	_____	_____	_____
PUNCTUALITY:				
Attendance	_____	_____	_____	_____
On Time	_____	_____	_____	_____

Comments: _____

Springfield Technical Community College
Disability Services Office
Building 27, 2nd Floor

Kindly refer to policy statement on back.

To:_____ Date:_____

From:_____ ext._____

Student:_____ SSN:_____ Class:_____Section:___

This student has come to us seeking support services due to a documented disability. The following are recommended accommodations:

Classroom:

__ Preferential seating (specify)_____ __ Tape recorder
__ Beverage in classroom __ Assistive listening device
__ Sign language interpreter __ Note taker _____
__ Other (specify)_____

Testing:

__ Extended time: time & a half double time other: _____
__ Distraction-free space (can be in Disability Services Office)_____
__ Reader _____
__ Large print _____
__ Scribe _____
__ Equipment (available in Disability Services Office):
- __ Word processor with spell checker
- __ Speech input computer
- __ Magnification system
  - __ MAGIC
  - __ Closed-circuit TV

We encourage all students to meet with their instructors to discuss their specific needs, strengths, and learning styles. We hope that it will be possible for you to arrange academic accommodations directly with the student. If you have any questions, please call me at 781-7822, ext. 3884.

_____ _____
Student Counselor

Springfield Technical Community College is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide accommodations to students with disabilities. Our office assists faculty and staff in provision of appropriate modifications for students with disabilities.

Appendix 5

Springfield Technical Community College
Division of Enrollment Management and Student Affairs

Disability Services Office

Testing Accommodations for Students with Disabilities

Students with disabilities may be eligible for testing accommodations. In order to establish this eligibility, the student must provide clear documentation of the disability, which is then kept on file in the Disability Services Office. Appropriate accommodation will be determined by Disability Services staff in consultation with department faculty. Possible accommodations include extended testing time, reader service, scribe service, oral answering, adaptive equipment, modification of format, and environmental control. The specific accommodation(s) agreed upon will be in writing with copies going to student, instructor, and Disability Services Office.

Procedures for Taking Accommodated Exams

1. Setting up accommodations - on receiving verification of eligibility for accommodation, the student and instructor discuss method(s) of examination. The following are examples of successful prior implementations:
    A. With the instructor's permission, the student can take the exam in the Disability Services Office during the regular class time or an alternative period. DSO can provide a quiet location and a reader or a scribe. **Proctoring is not available.**
    B. The student can take the exam in a Division office or classroom, providing that the space is free of interruptions and the instructor or a department designee is available.

2. Transfer of Exam - the following are acceptable methods of transferring an exam to and from the Disability Services Office:
    A. The instructor fills in an EXAM CHECKLIST and seals it in an envelope with a copy of the exam. The instructor signs her/his name across the seal on the envelope. The student delivers the sealed envelope to the secretary of the DSO. The student is assigned a room and takes the exam according to the instructor's specifications on the EXAM CHECKLIST. The finished exam is returned to the instructor in the same secure manner as above.
    B. The instructor may personally deliver the exam to (and pick it up from) the DSO.
    C. A workstudy student may pick up the sealed exam and EXAM CHECKLIST from the instructor and return it after it has been sealed and signed by a DSO staff person.

3. Student's Responsibilities:
    A. Meet with instructor(s) and discuss exam arrangements and necessary accommodations before the beginning of the semester.
    B. Arrange to take exams as closely as possible to in-class exam times.
    C. Schedule necessary exam space with Disability Services Office at least one week in advance.
    D. Schedule scribe or reader service at least 2 weeks in advance.
    E. Assure that any changes in arrangements are communicated directly to Disability Services Office by the instructor.
    F. Notify Disability Services Office **immediately** of any changes in exam place or time.

Appendix 5 (continued)

FIRST GROUP																	
Name	Init	SSN	Phone	Code	Employer	Hrs/Wk	Rate	From	To	School	Status	Race	Age	GPA F94	GPA S95	Grad	GPA F95
	A			P	Nucl Med	16	Afl	9/94	1/19	STCC	FT	Wht	34	3.70	3.70		3.62
						32	Afl	6/95	7/95	STCC							
						24	Afl	9/95	Pres	STCC							
	D			O	Med Asst	24	Afl	9/95	12/95	STCC	FT	Wht	38	2.50	2.70		
	S			L	WTCC	3.00	Vol					Af-Am	22	2.10	2.10	95	
	W			V						SC	PT	Wht	33	3.00	N/A		
	K			H	Burns Security	40				SC		Wht	62	0.00	3.00		
	M			L	JC Penney	25.00	5.00/Hr		Pres			Wht	26	2.40	N/A	93	
	C			L	US Army	FT	6.00/hr	11/95	Pres			Af-Am	28	2.30	2.10	95	
	L			P	Spfld Pub Schls	Sub	50/day	9/95	Pres	AIC	FT	Wht	23	2.00	N/A	95	
	J			P						STCC		Hsp	28	0.40	WU		
	S			P								Wht	23	2.60	N/A		
	B			O	N'ham Lin-Merc-Toyota	Coop	$6.50			STCC	Coop	Wht	34	2.50	N/A		
	J			P	Entre Computer	40	10/hr	9/95	Pres	STCC	PT	Wht	35	4.00	4.00	95	
	W			L						UMass	FT	Wht	28	3.40	0.00	95	
	S			Ps	STCC	8	$4.25			STCC	FT	Wht	44	3.20	3.10	D95	
	L			P	Hug Center	PT	16.00/18.00			STCC	FT	Wht	39	3.80	3.80	95	3.72
	M			O						STCC	FT	Wht	41	2.10	2.40		2.15
	P			V	Hickory Farms	8	$5.00	11/95	1/96			Wht	20	2.60	2.60	95	
					Peter Pan Bus	37	$6.50	4/96	Pres								
	A			Ps	STCC	15	$5.00			STCC	PT	Af-Am	26	2.60	2.60		2.45
	D			L	VanCort Instruments	40	$8.00					Wht	29	3.90	N/A	94	
	P			L						STCC		Wht	35	2.40	2.40		2.34
	P			L								Wht	24	1.70	1.70		
	P			O	Local 404	40	$10.00	11/95	Pres			Wht	42	3.60	N/A		
					Benefits pkg = $7/hr												
	S			P	STCC	12	$7.50					Wht	38	3.00	N/A		

Appendix 6

		Control Group GPA's				
Last Name	Init	SSN	Phone	GPA	GPA	GPA
				F94	S95	F95
	G				3.00	
	R				2.70	
	D				2.60	
	C				3.40	
	K				2.40	
	B				2.40	
	P				3.40	
	K				3.00	
	S				3.60	
	M				3.60	
	J				0.00	
	T				3.40	
	P				3.40	
	L				2.40	
	M				2.00	
	R				3.90	
	B				2.90	
	M				2.40	
	D				1.60	
	S				2.00	
	J				2.00	
	T				1.90	
	J				2.60	
	J				0.90	
	P				3.00	
	G				3.80	
	AM				3.80	
	M				1.20	
	L				3.60	
	RL				3.50	
	K				0.30	
	C				3.40	
	R				2.30	
	L				3.10	
	M				3.10	
	J				3.60	
	J				2.70	
	S				2.20	
	G				2.80	
	S				2.20	
	J				2.80	
	C				3.90	
	B				3.00	
	E				2.80	
	J				2.50	
	R				4.00	
	P				3.30	

Numbers of Students Accepting Services								
Year	Resume	Cover Letters	Job Search	Volunteer Placement	Job Shadow	Career Counseling	Practice Interview	Totals
93-94								
94-95								
95-96								

Appendix 8

INDIVIDUAL CAREER PLAN

Project SCORE - Students Creating Optimal Resources for Employment
Office of Disability Services
Springfield Technical Community College
One Armory Square
Springfield, MA 01101 Tel. (413) 781-7822, ext 3881

Name:_____SSN _____
Address:_____D.O.B._____
_____Sex: M_____F_____
Telephone:_____

CAREER GOAL _____
_____
_____

COUNSELOR INFORMATION ***FREQUENCY OF CONTACT***
Vocational Counselor_____
Academic Advisor_____
Present Major_____

HISTORY OF ACADEMIC MAJOR

Old Major	New Major	Reason for Change	Date

COUNSELING SERVICES

Vocational Assessments	Date Taken	Counseling Date
Career Assessment Inventory		
Meyers/Briggs		
Other(s)		
Career Counseling		
Workshops (Resume/Job Search)		
SIGI Use		

COOPERATIVE EDUCATION/INTERNSHIPS/WORKSTUDY PLACEMENTS

	COMPANY	Semester	Year
Co-op Placements:			
Internships:			
Work Study:			

WORK HISTORY

Employer | Job Description | Dates

JOB RELATED SKILLS

Type of Skill | Level of Proficiency

EXTRACURRICULAR ACTIVITES

Activity | Amount of Time/Week | Dates

ADAPTIVE EQUIPMENT USE

Type of Equipment Used | Level of Proficiency

DISABILITY

Type | Level

ACCOMODATIONS

Needed | Recieved

EMPLOYER REFERRALS/CONTACTS

Company | Person(s) Contacted | Outcome

RECOMMENDATIONS FOR FUTURE CAREER PLANNING

NOTES

Appendix 9 (continued)